

Reading, Grades 4, 8, and 11

Chart 1: 4, 8, 11 R

The chart below shows the National Percentile Ranks for grades 4, 8, and 11 2001-2005

- In 2001, grades 4 and 11 scored a NPR of 66% while grade 8 students scored 60%.
- In 2005, the NPR for students in grade 4 increased to 70% and remained at the 2001 scores of 60% and 66% respectively for grades 8 and 11.

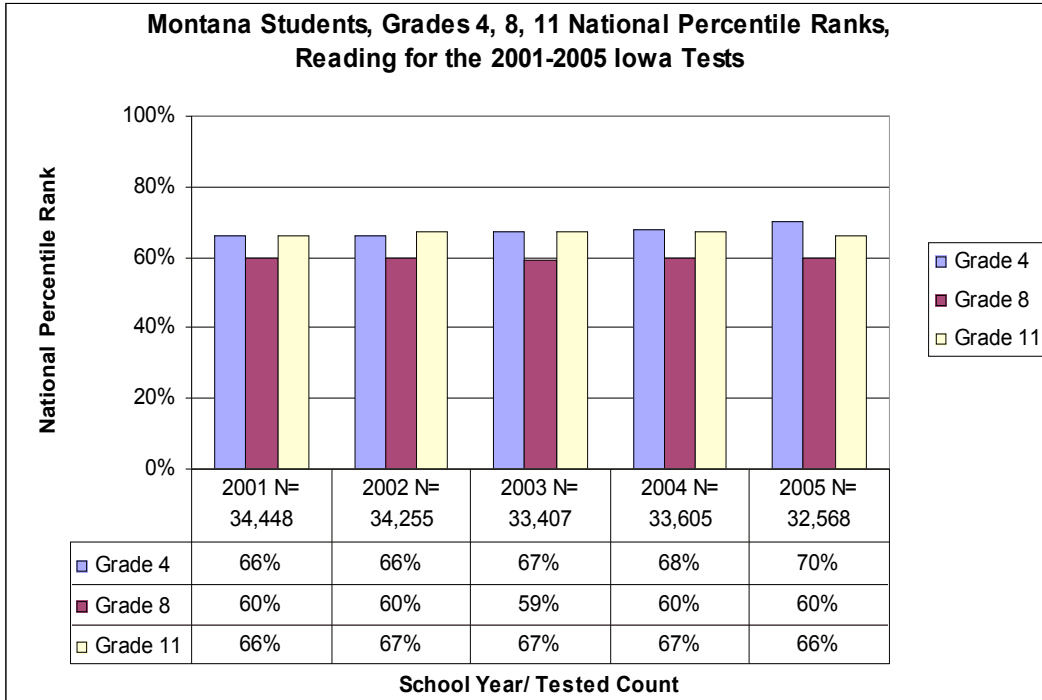


Table 1: 4, 8, 11 R

Reading National Percentile Rank for each disaggregation across Montana 2001-2005.

Groups	Grade 4					Grade 8					Grade 11				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
All Students	66%	66%	67%	68%	70%	60%	60%	59%	60%	60%	66%	67%	67%	67%	66%
Students Without Disabilities	69%	69%	70%	72%	73%	64%	64%	63%	64%	64%	69%	70%	70%	71%	70%
Students With Disabilities	32%	32%	34%	38%	39%	25%	25%	25%	28%	26%	26%	28%	29%	29%	27%
Female Students	67%	67%	68%	69%	70%	60%	62%	62%	61%	62%	68%	69%	70%	69%	69%
Male Students	66%	65%	66%	68%	69%	60%	59%	57%	59%	60%	64%	65%	65%	66%	64%
Students	44%	44%	44%	48%	49%	36%	35%	37%	38%	37%	41%	41%	40%	40%	38%
White Students	69%	69%	70%	71%	73%	64%	64%	63%	63%	63%	69%	70%	70%	70%	70%
Students on Free/Reduced Lunch	54%	53%	54%	57%	59%	47%	47%	46%	48%	47%	51%	52%	53%	53%	51%
LEP* Students	NA	27%	27%	32%	31%	NA	22%	21%	24%	22%	NA	32%	30%	28%	27%

*LEP 2001 data were incomplete.

Table 2: 4, 8, 11 R

Reading: The table below shows the percentage of students for each disaggregation scoring in each performance category in grades 4, 8, and 11 for 2001-2005.

Groups/Year		Grade 4				Grade 8				Grade 11			
		Advanced Stanines 8-9	Proficient Stanines 5-7	NP Stanines 4	Novice Stanines 1-3	Advanced Stanines 8-9	Proficient Stanines 5-7	NP Stanines 4	Novice Stanines 1-3	Advanced Stanines 8-9	Proficient Stanines 5-7	NP Stanines 4	Novice Stanines 1-3
All Students	2001	21%	58%	11%	10%	16%	57%	13%	13%	21%	57%	13%	10%
	2002	19%	57%	14%	10%	16%	56%	14%	14%	21%	57%	13%	9%
	2003	20%	57%	13%	10%	15%	56%	15%	14%	21%	57%	12%	9%
	2004	21%	57%	13%	8%	15%	58%	14%	13%	22%	57%	12%	9%
	2005	21%	59%	11%	9%	16%	56%	14%	14%	21%	55%	13%	10%
Students Without Disabilities	2001	22%	61%	10%	7%	18%	60%	12%	9%	23%	59%	12%	7%
	2002	20%	60%	13%	7%	17%	60%	14%	9%	22%	60%	12%	6%
	2003	21%	60%	12%	6%	17%	60%	14%	10%	23%	60%	11%	6%
	2004	23%	60%	11%	5%	16%	62%	13%	8%	23%	59%	11%	6%
	2005	22%	62%	10%	6%	17%	60%	13%	9%	23%	58%	12%	7%
Students With Disabilities	2001	3%	32%	25%	40%	2%	24%	22%	52%	2%	24%	27%	48%
	2002	4%	30%	25%	41%	2%	23%	22%	53%	3%	27%	25%	45%
	2003	4%	32%	25%	39%	2%	24%	24%	50%	3%	29%	25%	43%
	2004	5%	36%	26%	34%	2%	25%	25%	47%	3%	29%	25%	44%
	2005	6%	39%	21%	34%	2%	26%	21%	51%	3%	25%	27%	45%
Female Students	2001	22%	58%	11%	9%	16%	59%	13%	12%	22%	59%	12%	7%
	2002	19%	57%	15%	9%	15%	59%	15%	11%	22%	59%	12%	7%
	2003	20%	58%	13%	9%	16%	58%	14%	12%	23%	59%	12%	7%
	2004	22%	58%	13%	8%	15%	60%	14%	11%	22%	59%	12%	8%
	2005	22%	60%	11%	8%	16%	58%	14%	12%	23%	57%	12%	8%
Male Students	2001	19%	58%	12%	10%	17%	55%	14%	15%	20%	54%	13%	12%
	2002	18%	58%	13%	11%	16%	54%	14%	16%	20%	56%	13%	11%
	2003	19%	56%	14%	11%	15%	54%	15%	16%	20%	56%	13%	11%
	2004	21%	57%	13%	9%	15%	56%	15%	14%	22%	55%	12%	11%
	2005	20%	59%	12%	10%	15%	54%	15%	16%	20%	54%	14%	12%
Native American Students	2001	6%	47%	22%	26%	5%	37%	21%	38%	6%	45%	23%	26%
	2002	5%	48%	24%	23%	4%	36%	22%	38%	5%	45%	23%	27%
	2003	5%	46%	24%	25%	4%	40%	21%	36%	6%	42%	26%	26%
	2004	8%	47%	23%	22%	3%	41%	22%	33%	6%	42%	25%	27%
	2005	7%	52%	21%	20%	5%	39%	21%	36%	5%	38%	25%	31%
White Students	2001	23%	60%	10%	7%	18%	60%	12%	10%	23%	58%	12%	8%
	2002	21%	59%	12%	8%	17%	59%	14%	10%	22%	59%	12%	7%
	2003	22%	59%	12%	7%	17%	58%	14%	11%	23%	59%	11%	7%
	2004	24%	59%	11%	6%	17%	61%	13%	10%	23%	59%	11%	7%
	2005	23%	60%	10%	7%	17%	59%	13%	11%	23%	57%	12%	8%
Students on Free/Reduced Lunch	2001	10%	57%	17%	16%	9%	49%	18%	25%	12%	50%	19%	20%
	2002	9%	54%	20%	17%	7%	49%	20%	24%	12%	50%	18%	20%
	2003	10%	55%	20%	16%	8%	47%	20%	25%	13%	51%	19%	18%
	2004	12%	55%	19%	14%	7%	52%	19%	22%	12%	49%	19%	19%
	2005	11%	58%	17%	14%	8%	49%	19%	25%	12%	49%	19%	21%
LEP*	2001	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na
	2002	0%	26%	30%	44%	1%	18%	26%	55%	4%	29%	28%	39%
	2003	1%	25%	29%	45%	1%	17%	23%	60%	1%	32%	27%	40%
	2004	3%	29%	31%	37%	2%	19%	27%	52%	3%	23%	31%	43%
	2005	1%	32%	26%	41%	1%	19%	23%	58%	1%	26%	30%	43%

* LEP 2001 data were incomplete.

Table 3: 4, 8, 11 R

Customized Skills Reports: Montana Reading Standards tested in the 2001 - 2005 Iowa Tests

Standard			Construct meaning to comprehend, interpret, and respond to text	Apply skills and strategies	Select, read and respond for a variety of purposes	Evaluate and synthesize information from a variety of sources
Grade 4	# of Items		45	80*	3*	2*
	Percent Correct	01	67%	67%	49%	61%
		02	66%	66%	48%	60%
		03	67%	67%	49%	61%
		04	68%	68%	50%	62%
		05	68%	69%	52%	63%
Grade 8	# of Items		47	100*	3*	9
	Percent Correct	01	67%	64%	62%	61%
		02	66%	64%	61%	61%
		03	66%	63%	60%	60%
		04	67%	64%	61%	60%
		05	66%	63%	60%	60%
Grade 11	# of Items		40	91*	6	5*
	Percent Correct	01	61%	64%	59%	60%
		02	62%	64%	59%	59%
		03	62%	64%	59%	60%
		04	62%	64%	59%	60%
		05	61%	64%	58%	60%
* The Iowa Tests measure the knowledge dimension of the Montana Standard, but do not adequately measure the application aspect.						

Tables 4a and 4b: 11 R

ACT Reading results for high school graduating classes of 2001-2005.

	Average Score All National	Average Score All Montana	Average Score White Montana	Average Score Native American Montana
2001	21.3	22.4	22.6	18.3
2002	21.1	22.3	22.35	18.35
2003	21.2	22.3	22.6	18.6
2004	21.3	22.4	22.7	18.3
2005	21.3	22.4	22.7	17.8

Number of Montana students participating in the ACT

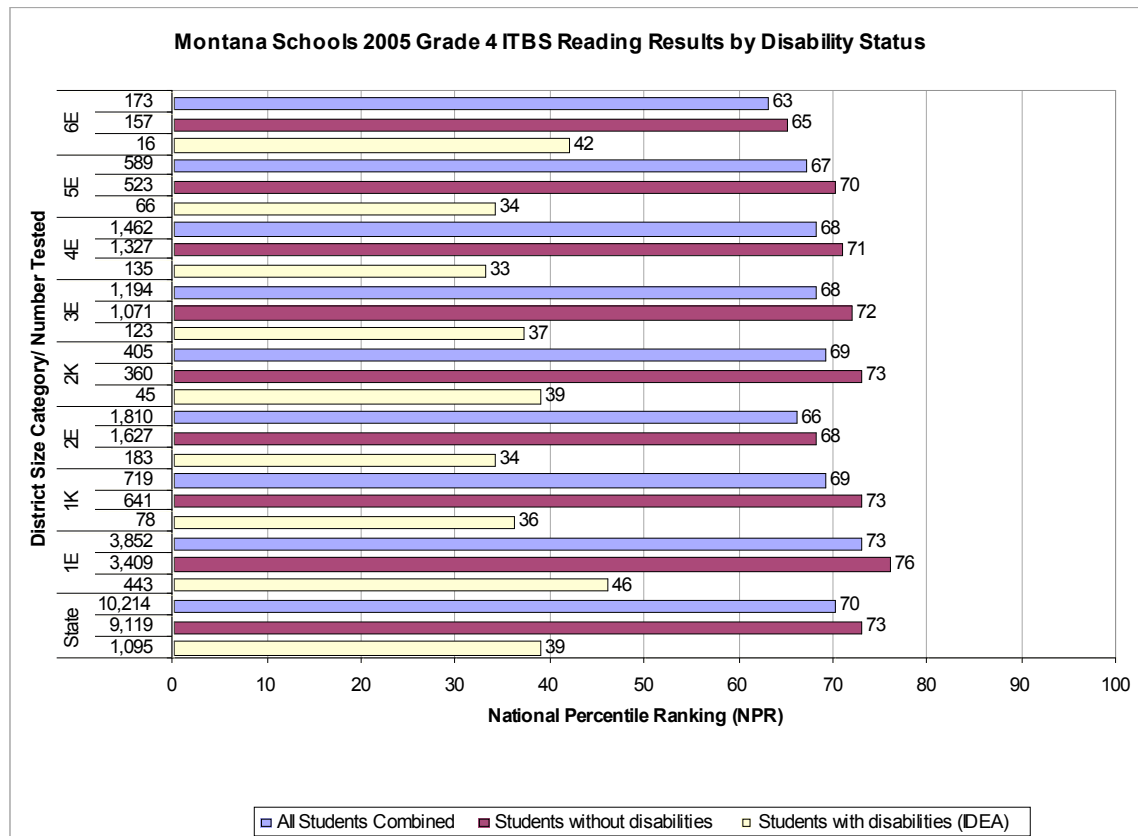
	Total Montana Students	White Montana	Native American Montana
2001	6,641	5,699	319
2002	6,368	5,460	300
2003	6,470	5,514	282
2004	6,255	5,259	300
2005	6,178	5,154	312

Table 5: 4, 8 R

NAEP data from 1994, 1998, 2002 and 2003 are included to add to the picture of student achievement in Reading. Although NAEP data give us another perspective to the picture of Montana students tested in these years, it is not a statewide assessment, but rather a representative random sampling of the students in 4th and 8th grades in the years identified. Beginning in 2003, NAEP tests in Reading in grades 4 and 8 are given in odd-numbered years.

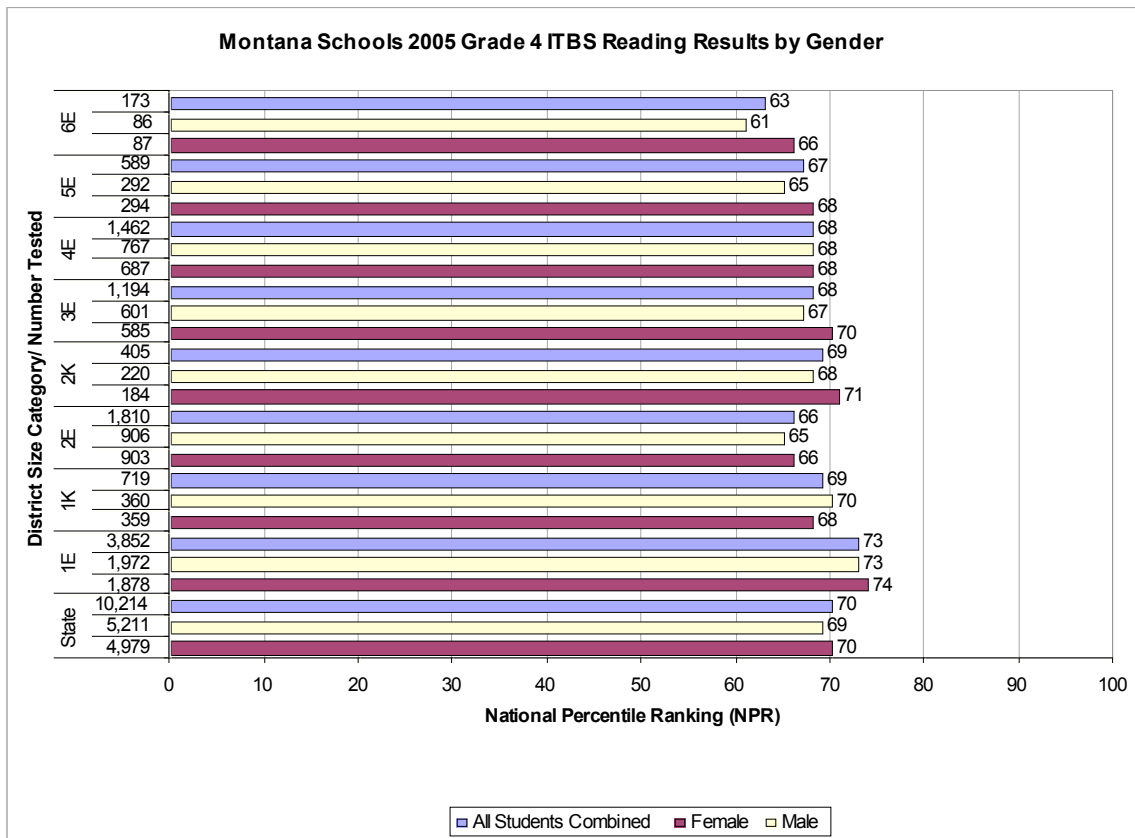
Reading Average Scale Scores							
Grade	Year	All National	All Montana	White National	White Montana	Native American National	Native American Montana
4	1994	212	222	222	225	212	203
4	1998	213	225	223	227	---	199
4	2002	217	224	227	226	207	209
4	2003	216	223	227	227	202	195
8	1998	261	271	268	273	---	251
8	2002	263	270	271	273	252	253
8	2003	261	270	270	273	248	247

Chart 4.1 R



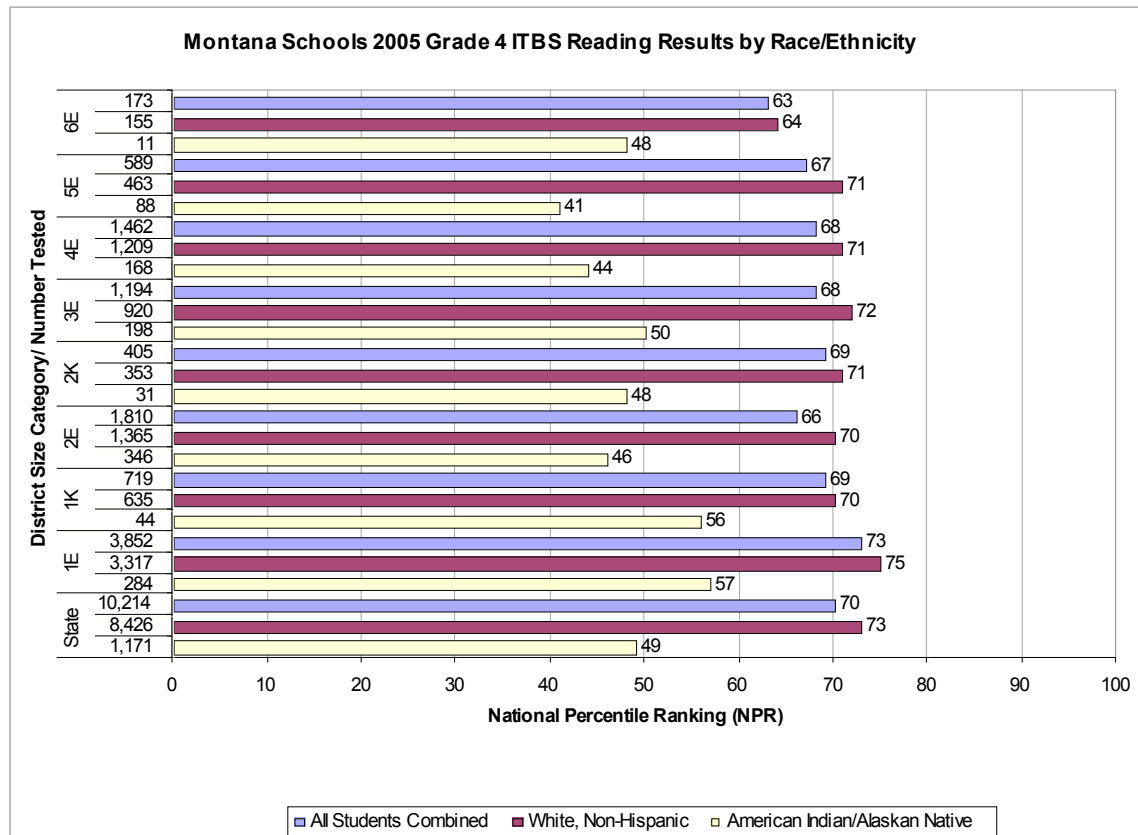
1. All students
 - The Reading NPR for all grade 4 students is the same is 70%, two percentage points above 2004.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is 73%, one percentage point above 2004. The number is stable with most districts plus or minus 3-4 percentage points except for district size category 6E where the average is 65%.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities is 39%, one percentage point above 2004. This number is relatively stable with most district size categories at plus or minus 4-6 points except district size category 1E. The NPR in size category 1E is 46%.
4. Comparisons
 - Statewide, Montana students without disabilities scored 34 percentage points above students with disabilities, 73% and 39% respectively.

Chart 4.2 R



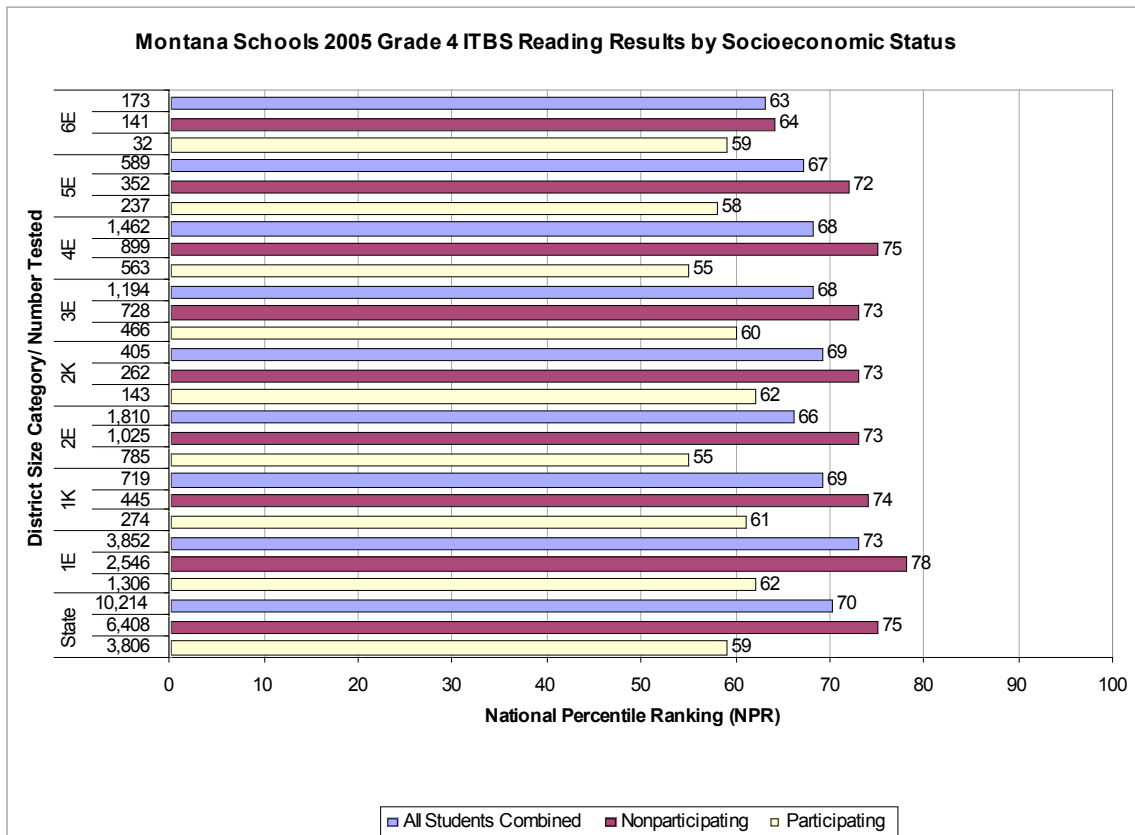
1. Male and female students
 - The Reading NPR for all grade 4 students is 70%.
2. Female students
 - Statewide, the NPR for female students is 70%, one percentage point above 2004. That number is stable with all district size categories plus or minus 2-4 percentage points.
3. Male students
 - Statewide, the NPR for male students is 69%, one percentage point above 2004. That number is stable with all district size categories plus or minus 2-4 percentage points.
4. Comparisons
 - Statewide, females scored one percentage point above the male students, 70% and 69% respectively.

Chart 4.3 R



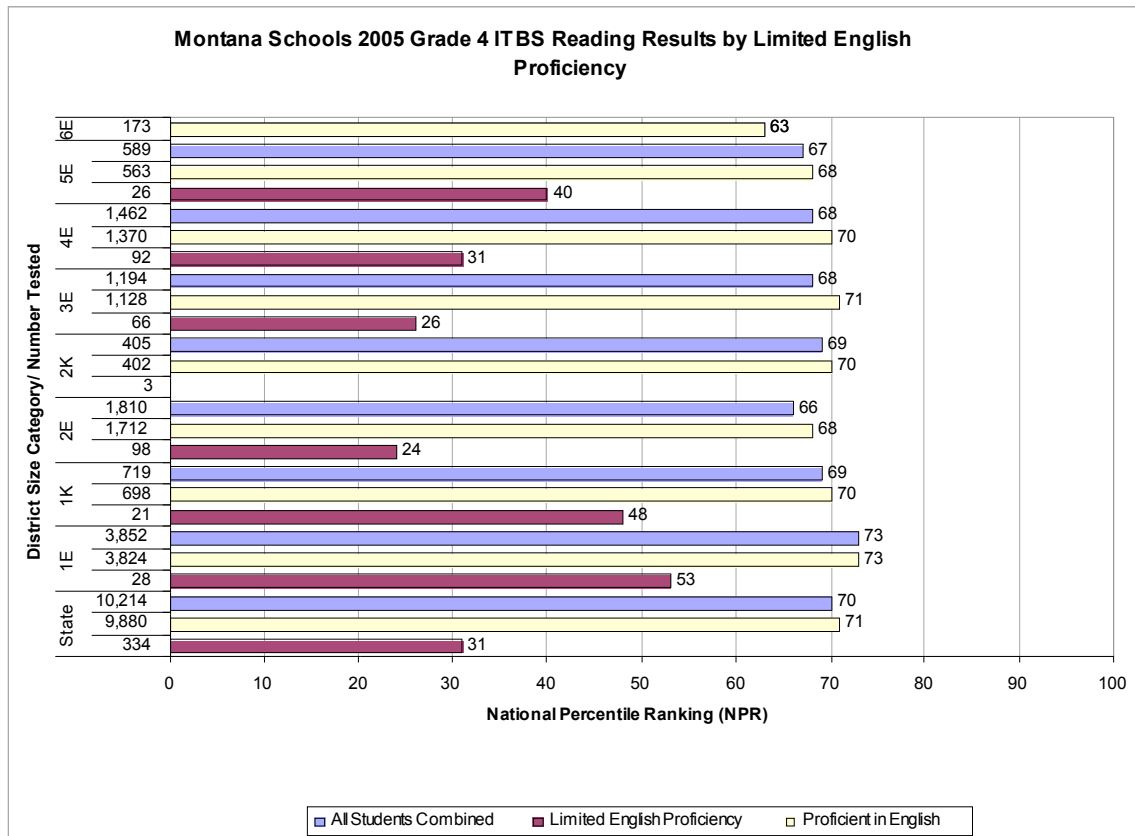
1. All students
 - The Reading NPR for all grade 4 students is 70%.
2. Native American students
 - Statewide, the NPR for Native American students is 49%, one percentage point above 2004. That number is somewhat stable with most districts plus or minus 4-6 percentage points except district size category 1E with 57%, 5E with 41%, and 1K where the number of Native American students tested is too small for comparisons.
3. White students
 - Statewide, the NPR for the White students is 73%, two percentage points above 2004. That number is stable with most district size categories at plus or minus 2-3 percentage points except district size category 6E with an average of 64%.
4. Comparisons
 - Statewide, Montana White students scored 24 percentage points above Native American students, 73% and 49% respectively.

Chart 4.4 R



1. All students
 - The Reading NPR for all grade 4 students is 70%.
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is 59%, two percentage points above 2004. That number is relatively stable with all district size categories scoring within plus or minus 4-5 percentage points.
3. Students not participating in free/reduced lunch programs
 - Statewide, the NPR not participating in free/reduced lunch programs is 75%, one percentage point above 2004. That number is stable with most district size categories scoring within plus or minus 2-4 percentage points except for district size category 6E which averaged 64%.
4. Comparisons
 - Statewide, students not participating in free/reduced lunch programs scored 16 percentage points higher than those participating in free/reduced lunch programs, 75% and 59% respectively. That number is relatively stable.

Chart 4.5 R



1. All students
 - The Reading NPR for all grade 4 students is 70%.
2. Students with limited English proficiency (LEP)
 - Statewide, the NPR for LEP students is 31%, one percentage point below 2004. In 2002 it was 27%. The NPR scores vary among school size categories because the number of LEP students tested also varies. Although the chart shows large variations for district size categories.
3. Comparisons
 - Statewide, all Montana students scored 39 percentage points higher than limited English proficient students. That number is relatively stable when the number of LEP students tested is sufficient for comparison.